

THE CORRELATION BETWEEN USING INSTAGRAM AND VOCABULARY SIZE AT IAIN PALANGKA RAYA



**BY:
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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

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THE CORRELATION BETWEEN USING INSTAGRAM AND VOCABULARY SIZE AT IAIN PALANGKA RAYA

THESIS

Presented to
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In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



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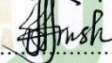
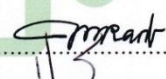


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MOTTO AND DEDICATION

“...And these examples we present to the people, but none will understand them except those of knowledge....”

(Q.S. Al- An’kaabut: 43)

“Allah is good to those who want to try”

This thesis is dedicated to:

My beloved father Andi Rustaman and mother (Alm) Rusdiana for their valuable endless prayer, sacrifice and support. My beloved brother Agus Darji and (Alm) Heriyadi.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Here with, I:

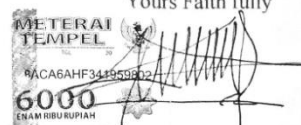
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Yours Faith fully



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ABSTRACT

Andiyana, Kiki. 2020. The Correlation Between Using Instagram and Vocabulary Size at IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Aris Sugianto, M.Pd (II) Zaitun Qamariah, M.Pd.

Keywords: *Correlation, Instagram, Vocabulary size*

The purpose of the study was to find out whether is any correlation between using Instagram and Vocabulary Size at fifth semester students of English Education Study Program at IAIN Palangka Raya in academic year 2017/2018.

The study used correlational design with quantitative approach. The population of the study was fifth semester students of English Education Study Program at IAIN Palangka Raya in academic year 2017/2018. The total number of the sample was 37 students used cluster sampling technique. In order to collect the data, the researcher used questionnaire and test. The data was analyzed with pearson product moment correlation.

The result showed there was no correlation between Using Instagram and Vocabulary Size at English Education Study Program of IAIN Palangka Raya, which is the significance correlation was -0.030 lower than r table ($-0.030 < 0.334$) that means the alternative hypothesis (H_a) was rejected and the null hypothesis (H_o) was accepted. It means that there is no significant correlation between using Instagram and Vocabulary Size.

ABSTRAK

Andiyana, Kiki. 2020. *Korelasi Antara Menggunakan Instagram dan Ukuran Kosa kata di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Aris Sugianto, M.Pd (II) Zaitun Qamariah, M.Pd.

Kata kunci: *Korelasi, Instagram, ukuran Kosakata*

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara menggunakan Instagram dan Ukuran Kosakata pada siswa semester lima Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya pada tahun akademik 2017/2018.

Penelitian ini menggunakan desain korelasional dengan pendekatan kuantitatif. Populasi penelitian ini adalah mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya pada tahun akademik 2017/2018. Jumlah sampel adalah 37 siswa menggunakan teknik cluster sampling. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan tes. Data dianalisis dengan korelasi product moment pearson.

Hasil penelitian menunjukkan tidak ada hubungan antara Penggunaan Instagram dan ukuran kosa kata pada Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya, yang signifikansi korelasinya adalah $-0,030$ lebih rendah dari r tabel ($-0,030 < 0,334$) yang berarti hipotesis alternatif (H_a) adalah ditolak dan hipotesis nol (H_o) diterima. Ini berarti bahwa tidak ada korelasi yang signifikan antara menggunakan Instagram dan ukuran kosa kata.

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The researcher would like to express her sincere gratitude to Allah SWT. for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW. having shown us the role of life to make our lifetrue.

Her appreciation is addressed to:

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The Researcher,

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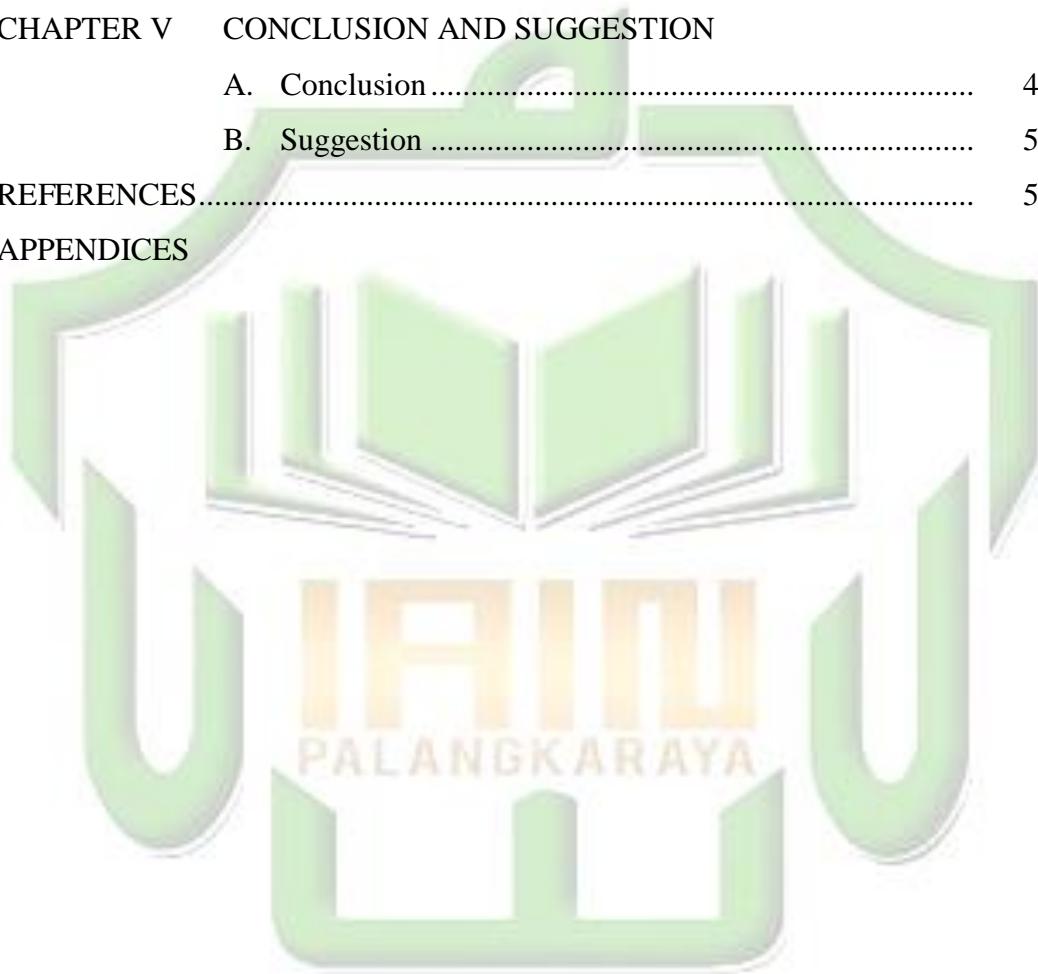
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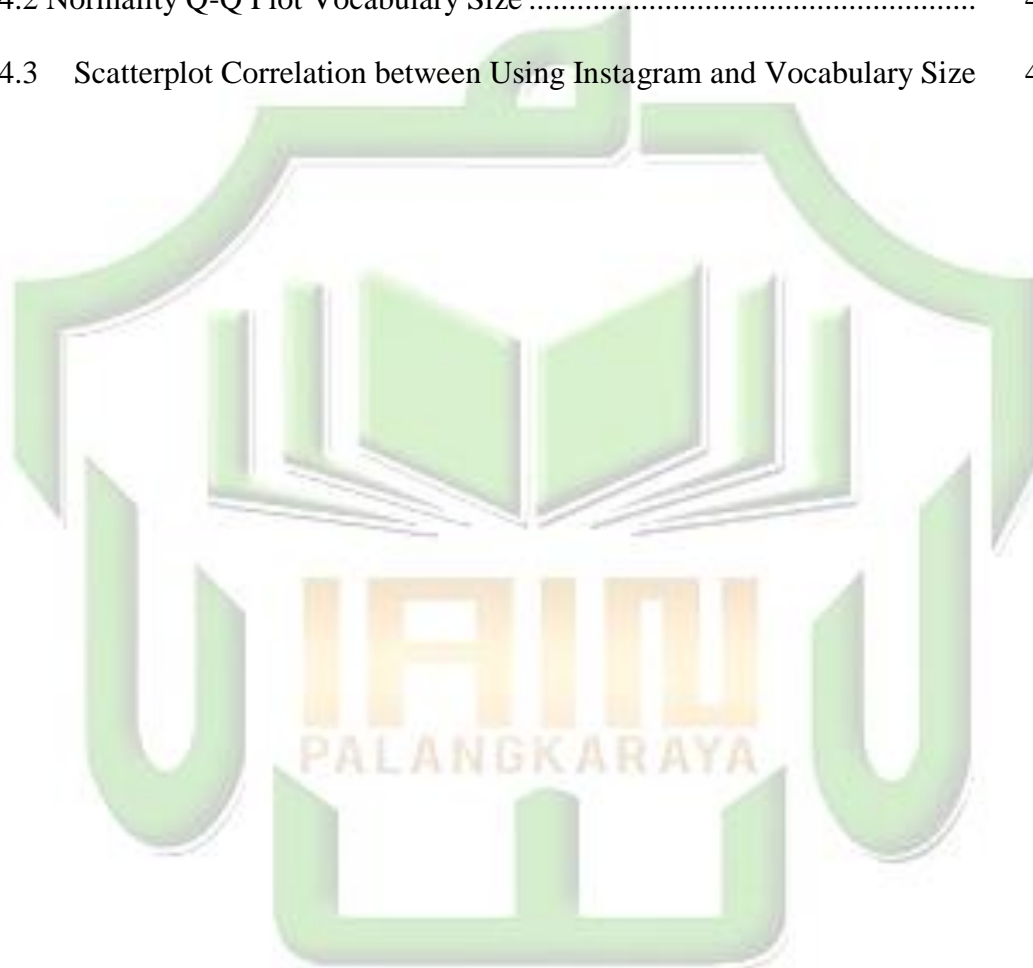


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LIST OF ABBREVIATIONS

H_a	: Alternative Hypothese
H_o	: Null Hypothese
DF	: Degree of Freedom
SD	: Standard Deviation
EFL	: English Foreign Language
Sig	: Significance
IAIN	: Institut Agama Islam Negeri
SPSS	: Statistical Package for the Social Science



CHAPTER I

INTRODUCTION

In this chapter, the researcher was describe the background of the study, the research problem, the objective of the study, scope and limitation, significance of the study, and definition of the key term.

A. Background of Study

Language learning is important for human social development. Based on Kuswandi (2013, p. 1) as a language that is utilized by more than half of the populace within the world, English holds the key as a worldwide dialect. It plays an exceptionally important part of Indonesia as a developing nation. It is additionally a tool of communication among individuals of the world to induce the exchange, social-cultural, science, and technology objectives. In the context of English learning, the students learn some skills (listening, speaking, reading, and writing) and components such as grammar, vocabulary, and pronunciation. Among the four skills, the writer emphasizes to research vocabulary size because it is one of the most essential English skills.

According to Hendarti (2011, p. 8) said that in real life, 70% of our waking day is going through in a few forms of verbal communication of which is the most prominent portion is listening; writing 9%, reading 16%, talking 30% and listening 45%. Learning a language is not something unused for individuals who have been interested in it for a long time ago. It is caused by the most work

of language that is for communication. In the prepare, one of the important parts in making and understanding the language is tuning incomprehension.

Based on Shariful and Iqbal (2018) in this advanced digitalized world, nearly everybody is connected with the web. So there's an opportunity for the sponsors to utilize the social apps /internet for the reason of publicizing. Almost 60% of savvy phone proprietors have experienced shrewd phone publicizing whereas 69.5% have seen shrewd phone promotions, and 62.3% have obtained publicized items or administrations.

Based on Dinda (2018) Innovation no longer as it gave comfort for clients, innovation has presently given birth to a few social media that can make clients able to communicate remotely. Not as it were that social media can too share any photographs and recordings such as social media which are now being cherished by social media clients, specifically Instagram. But now Instagram is not for media to share photographs or recordings once more, but or maybe a holder to shape self-image. Numerous among youthful individuals shape self-image on Instagram, one of which is understudies and understudies of state Islamic Hence, a consider was conducted on how Palangkaraya IAIN understudies and understudies shaped self-image on Instagram social media.

According to Salpini's research in Alfath & sugianto (2018) wrote in the retail drive Com and belief, in particular, Gen Z is much more affect j ted by Instagram (44%), Snapchat (21%) and Youtube (32%), than other eras. Media village. com; conducted by Achoor Free (2015) accept that Instagram tops the list of 13 social media channels recognized as most important to those born between

1996 – 2000 and post – 2005. The Gen Z Understudies were molded by the innovation, in this case, the foremost formed which affecting Gen Z understudies were Instagram.

Vocabulary learning is the most noteworthy lurching piece for most language learners. Lou and Pei (2015) As an irreplaceable portion of dialect framework, Vocabulary learning is of extraordinary significance to dialect securing. Vocabulary may be an exceptionally imperative component of a language.

Hosseini and Salehi (2016) Vocabulary is central to English language teaching since without sufficient vocabulary students cannot understand others or express their own thoughts, Vocabulary information moreover plays an imperative part in nearly all regions of language learning.

According to Alfath & Sugianto (2018), Instagram was included as part of their learning style, which was called by edutainment. It has made them feel comfortable in learning English through Instagram. Literally employing quota data Instagram little low more than facebook and youtube that the strong reason why the researcher chooses Instagram in this research.

In reality, Instagram is not almost about selfies, likes/comments, or repost. Teachers should bounce the opportunity to urge the foremost out of this advance. It could be an extraordinary n \thought to start using Instagram within the classroom. Instagram can be gotten to be an incredible instructive device that makes the instructive prepare special, curiously, and quick (Kirst: 2016). A parcel of activities can be done by utilizing Instagram within the classroom. Utilizing

this device, students can exchange suppositions and sees on diverse themes. Understudies can moreover take an interest in a group activity where each understudy inquires the others to comment on a photo or video. This makes it possible for them to trade information with classmates and teachers. Hence, Instagram is a photo-sharing site, the taking, and altering of pictures, as well as the captions and feedback alternatives, energize understudies to be spatially and phonetically mindful (Phillips, 2013).

According to Hamka (2016), The optimal ability of the human brain absorbs lessons only the first 20 minutes, after which its ability decreases. Most teachers or lecturers do not understand this problem, they spend hours talking in class, even though the average listening ability is only 20 minutes.

The reason why the researcher chose the topic was from personal experience while still in the TBI IAIN Palangkaraya, there was still a lack of a vocabulary that was difficult to rewrite what was heard at that time researchers were not actively using social media like Instagram The researchers also asked the opinions of several TBI IAIN Palangka Raya student groups on December 10, 2019 about "whether Instagram helps them learn English or vice versa" and their answers are all the same that Instagram as a social media that is very often used from Instagram they know a lot vocabulary who have never heard and know the truth of pronunciation that has been wrong, 90% of them said that using English in photo captions, IG stories or uploading videos in English is a pleasure and there is a sense of pride.. Researchers want to know whether there is a connection between often using Instagram in vocabulary size because currently on Instagram

there are very many accounts that support us to learn English, especially videos that are directly made by native speakers. Videos can be in the form of documentaries, interviews, pieces of TV shows, ordinary videos, learning videos or films. As we know video there are aspects of images, sound and text in one media (Instagram). So learning through video is like a "saving package" by learning videos shared by native speakers, we can learn how to pronounce correctly, as well as knowing the culture and habits of Caucasians abroad with the audio, images, and text in the video can be sure to learn too not boring.

B. Research Problem

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows:

Is there any significant correlation between using Instagram and vocabulary size at English Education Study Program of IAIN Palangka Raya in Academic year 2017/ 2018.?

C. The objective of the Study

Based on the problem of the study above, the objective of the study was to measure the correlation between using Instagram and vocabulary size student's TBI five-semester IAIN Palangka Raya.

D. Hypothesis of the Study

The hypotheses are divided into two categories; they are alternative hypotheses and Null hypotheses that will be interpreted as follows:

1. Alternative hypotheses (H_a). There is a correlation between students' using Instagram to improve Vocabulary size on fifth semester students in English

major at IAIN Palangka Raya in academic year 2017/2018.

2. Null hypotheses (Ho). There is no correlation between students' using Instagram to improve Vocabulary size on fifth semester students in English major at IAIN Palangka Raya in academic year 2017/2018.

E. Assumption

If the students frequently using Instagram so, they will improve their vocabulary size.

F. Scope and Limitation of the Study

This study belongs to correlation design. The focus of the study was "The correlation between using Instagram and vocabulary size" at TBI fifth-semester IAIN Palangka Raya.

G. The significance of the Study.

This uses of this study expected by the researcher as below:

1. Theoretically: The result of this research is expected to support the existing theory on implementation using Instagram to improve vocabulary size.
2. Practically: practically the research paper will be useful to facilitate the reader who is students, lecture, and further researcher.

H. Definition of Key Term

There are some key term of this study that should be clarified to avoid a false understanding as also:

1. Correlation study assesses the relationship between two groups or more variables in a single group (Ary, 2010, p. 349).

2. Instagram Social Media is one of the media that is regularly utilized in activities in web promotion activities (Hu, 2014).
3. Vocabulary size is the number of words that a person knows.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed and reviewed some related literature that consisted of explanations of the related study, E-learning based Social Media (Instagram), and Vocabulary in language learning.

A. Related Studies

In this chapter, some literature related to the study are reviewed areas means to clarify the present students. The researcher is found four related studies done by the previous researchers.

First, the research which had been conducted by Alfath & Sugianto (2018) in their article about Investigating Gen Z Student's Perceptions on the use Instagram to Improve Vocabulary: A case study of the Student's X MIPA 2, XI BAHASA, and XII IPA 6 students in MAN Kota Palangka Raya. The result of the study Instagram was included as part of their learning style. It has made them feeling comfortable in learning English through Instagram. The similarities of this study are about the research which looked for the new way to improve the vocabulary of the students that were appropriated with the students. A sampling of students MAN Kota Palangka Raya. But, there were differences between the researcher study and this previous study. He used the subject as the students, it didn't need to select the students, and also, the object where social media in general. Whereas the researcher's goal was students' TBI it needs the process of selecting populations deeply.

Second, the research which had been conducted by Ramadhany (2017) investigate was around the students' interest which pointed to discover the way of students' interest learning vocabulary through Instagram in the fourth semester of the adab and humanities faculty of UIN Alauddin Makassar. The analyst connected clear quantitative research in uncovering the data. There were 85 students as the sample of this research that the researcher connected add up to examining. The information uncovered that the level of students' interest in learning vocabulary through Instagram was tall. It was demonstrated by the mean score of 74.9% which was categorized as tall interest. The researcher concluded that the level of students' interest was high because they were locked in, care, and positive feeling in learning.

Conducted by Bouhami (2016) for his master 2 in Science Language about Exploring the impact on Progressing EFL students' Vocabulary: A Case Consider of the Second Year LMD Students at the English Division at the University of AbdElhafidBousof - Mila. The result of the consideration could be considered as a base for an advance point by point study considering the beginning findings and disadvantages. The similarities of this study are about the investigation which looked for the other way to improve the vocabulary of the students that were appropriated with the understudies. The choice of the strategy used Case Study Strategy since it is the appropriate one to procure and accumulate data on almost this issue. The testing of current work was concerned with students and instructors at Mila College. But, there were differences between the analyst study and this past study. He used the subject as the students, it didn't have to be compelled to

select the students, additionally, the object where social media in general. While the researcher's goal was students Recognitions on the use of Instagram to progress the vocabulary size, it requires the method of selecting populaces profoundly.

Rima (2013) in her thesis, "Use of in Instagram in English Vocabulary Learning (Student Perception)". She found how Instagram users of English students at the Faculty of Letters Sam Ratulangi University learning vocabulary. This investigate is part of second language securing. Qualitative research was used in this research to answer the investigate question. The result shows that most of the perception of student can be active in creating surveys their understanding words and ways to learn vocabulary by Instagram It can increment the words which can construct on different sources of data to learn words through a repeated presentation by Instagram.

Conducted by Rokhmawati & Mastuti (2018) Learning vocabulary could be an exceptionally important factor in learning English. The teacher's part in teaching vocabulary is indivisible from technological advancement. The improvement of energetic technology, and the character of students who like things that are modern, Instagram presents a fun alternative and draws in students' interest in learning vocabulary. The reason for this study is to improve students' vocabulary mastery using Instagram within the learning process. This research was conducted at SMA Negeri 5 Semarang employing a course activity research strategy with two evaluation cycles. The subjects were grade 10 students. The information was taken from perceptions and tests. The test is worn out pre-cycle,

cycle one, and cycle two. In analyzing information, researchers utilized quantitative and subjective strategies. Quantitative data were gotten from test results in a pre-test, cycle one and cycle two. Whereas qualitative data was gotten from perceptions of teachers and students. Classroom activity research is said to be effective when students have come to the least completeness model value (KKM) 70. After using Instagram, the results appear that an increment in students' vocabulary mastery can be seen through the normal review of each cycle. The normal score within the pre-test was 57. In cycle one there was an increment to 78. The second cycle of the normal score to 90 appeared that there was a critical increment in students' vocabulary mastery using Instagram. Hence the analysts recommend using Instagram as an elective to vocabulary learning.

Based on the previous studies above, the researcher conducted different research, in this study the researcher used different subjects, in this study the researcher's sample were students in English major at TBI this study, the researcher only focused to measure the correlation between using Instagram in vocabulary size.

B. Instagram

Instagram could be a mobile-based application Concurring to Ting (2014, p.2) said that "Instagram utilization is characterized as the exercises in which users are locked in on Instagram. Exercises incorporate: "Leave "Comment" on friends' posts", "Like" friends' posts", "Upload photos", "Upload videos", The "Like" and "Comment" buttons were both accessible beneath each post on Instagram. People can press on the "Like" button to appear their approval or

assertion and the "Comment" button to specific their textual suppositions on the specific posts that are put up by the other users. Instagram moreover allows users to share photos and videos.

Melani (2016) In her thesis Instagram is an image-based social media that gives a photo or video sharing services online. Instagram comes from understanding the general function of this application. The word "instance" comes from the word "moment", like a polaroid camera that was better known as "moment photo" at the time. Instagram can also show photographs instantly, such as polaroid in appearance. As for the word "gram" comes from the word "telegram" which works to send information to others rapidly. Additionally, Instagram can transfer photographs using the Internet, so that the information you need to communicate can be received quickly. That's why Instagram could be a degree of the word moment and wire.

Conducted on of Hu &Khambamphati that says (2014, p.1) in Procedures of the Eighth International AAAI Conference on Weblogs and Social Media that "Users expend photos and videos generally by viewing a center page showing a "stream" of the most recent photos and recordings from all their friends, recorded in turn around chronological arrange. They can too favorite or comment on these posts. Such activities will show up in referenced user's "Updates" page so that clients can keep track of "likes" and comments around their posts."

Conducted by Rochawati (2018) Instagram are a photo and video-sharing application that allows users to take videos, apply digital filters, and share them with various social networking services. Users can shoot, edit and upload photos

or videos to the main Instagram page. Photos or videos that are shared will be displayed in the feeds of other users who become followers. In addition, each user can interact by giving comments and giving likes responses to shared photos or videos. If students learn English, Instagram can help them improve their mastery of English vocabulary (Ferlazzo, 2014 in Blair and Serafini, 2014).

C. Vocabulary

Many people said vocabulary is the most important in English learning. According to Istiqomah (2016) "Vocabulary is the total number of words in a language that a person knows or uses." In short, it can be said that vocabulary is a group of words of which are arranged in such a way to construct the meaning for making a language. One of the linguistic concepts that must be included in learning the English language is vocabulary. It means that vocabulary plays an important role in language. In learning a language someone will learn the words of the language so that he or she can communicate with others.

According to Hockett in Istiqomah (1998) "vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom." In David Nunan's book, Rivers has also argued, "vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication". The writer assumption vocabulary is a basic and a foundation to learn English. Thus, a poor vocabulary at the college level has adverse effects on students.

According to Rahman (2017), Vocabulary size is a more important factor in second language learners. Because we should ace within the vocabulary size to form it simple to study in every ability of English. For moment language learners to attain familiarity in English, they need to pick up at slightest 5.000 words, ideally 10.000 words.

Based on the explanation above, the writer concludes that vocabulary is a part of the language component. Vocabulary is the form of all words that human beings use to communicate with each other. Trough vocabulary, people convey what they want to say and receive what they want to hear.

1. Nature of Vocabulary

Vocabulary is an important part of language learning. Vocabulary is the foundation for other skills such as speaking, writing, and listening. We need a lot of vocabulary to speak fluently in a language. When we have a lot of vocabulary, we will find it easier to use language. The more vocabulary we have, the more we can understand a language.

Meara (1996) explains that when a learner acquires a large amount of vocabulary, he will be more flexible in the use and understanding of language than a learner with a small vocabulary size. the amount of vocabulary influences learners' thinking power towards four language skills: reading (Laufer, 1992; &Qian&Schedl, 2004), writing (Laufer& Nation, 1995; Yu, 2010), speaking (Daller, VanHout&Treffers-Daller, 2003; Hilton, 2008), and listening (Staehr, 2009). The researcher concludes that vocabulary is an important part of language learning because vocabulary has an important role

in four language skills: reading, writing, speaking and listening. Someone who has a lot of vocabulary will find it easier to express what he wants to talk about.

2. The Importance of Vocabulary

Vocabulary is basic knowledge for students to master languages including English. This is also important for students in obtaining language (Cameron, 2001). Harmon, Wood, and Keser (2009) and Linse (2005) state that students' vocabulary development is an important part of their language development. Studying vocabulary is very important because without any vocabulary we cannot express our feelings and ideas clearly. Napa (1991, p. 10) states that vocabulary is one component of language and that no language exists without words. Words are symbols of the original idea. This means thinking tells our ideas, feelings, thoughts, both oral and written.

3. Kinds of Vocabulary

Hatch and Brown (1995) distinguish vocabulary into two kinds as follows:

a. Receptive Vocabulary

Receptive vocabulary is words that are recognized and understood by students when used in context, but they cannot produce. This is a vocabulary that students recognize when they see or meet in reading texts but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is words that are understood and learned by students correctly and used constructively in speaking and writing. This

involves what is needed for receptive vocabulary plus the ability to speak or write at the right time. Therefore, productive vocabulary can be addressed as an active process, because students can produce words to express their thoughts to others (Stuart Webb, 2005).

4. Vocabulary Size

a. Definition of Vocabulary Size

Vocabulary estimate alludes to the number of words that an individual knows. Within the case of moment dialect learners the objective is regularly more unassuming: it is to appraise how numerous of the more common words they know based on a test of their information of a test of things from a word-frequency list (Perused, 2000, p. 31-32).

Vocabulary is central language and basic imperative to normal language learners, without an adequate vocabulary one cannot communicate successfully to express his thought in both in a verbal and composed frame. Having a constrained vocabulary is additionally a obstruction that blocks, a learner from learning a foreign language. When they do not know how much to enhance their vocabulary. The illustration, they often gradually lose curiosity in learning (Fauzi, 2002, p. 15).

b. The Importance of Vocabulary Size

Allen (1983, p. 7) states that vocabulary is one of the foremost imperative components in a dialect. Numerous of the vocabulary in English reading material have to be learned. Without it, no one can talk

or get it the dialect. It implies that vocabulary could be a language component which gives data or clarification in language term.

c. Level of Vocabulary Size

According to Nation (2006) investigate the sum of vocabulary required for responsive utilize demonstrates that learners require 6,000 words families to perused books composed for youngsters, to observemotion picturesand to take an interest in invitingdiscussion. Around 8,000 to 9,000 words are required to a perused daily paper, books, and a few scholarly texts.

Table 2.1. Vocabulary Size of Foreign Learners

Level	Words
Easystars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper-Intermediate	2300 words
Level Six Advanced	3000 words

Based on Barnard's and Quinn's think about, after these learning hours, Indian and Indonesian learners risen to have a lexicon estimate of fewer than 2000 words. The comparative result comes from Nurweni and Read's (1999, p. 171) think about in which 324 first-year students of Lampung College in Indonesia might as it was recognized 1226 words.

Other discoveries of vocabulary size of EFL students from Yudyca Putra (2009, p. 21) can appear below:

Table 2.2 The Vocabulary Size of EFL Students

Author	Subjects	Vocabulary Size
Barnard (1961); Quinn (1968)	Indonesian and Indian	less than 2000 words
Lin (1992)	Taiwanese	R: less than 2,000 words
Laufer (1998)	Israel	R: 1,900 - 3,500 words; P: 1,700 - 2,550 words;
Barrow, Nakanishi, Ishino (1999)	Japanese	2,304 words
Nurweni and Read (1999)	Indonesia	1226 words
Chen (1999)	Taiwanese	P: less than 2,000 words
Huang (2004)	Taiwanese	R: 2,838 words
Suteja (2007)	Indonesian	R: around 5,000 words

Note: R = receptive vocabulary; P = productive vocabulary When there is no R or P label, then it refers to the vocabulary size in general.

5. Vocabulary Size Assessment

Nation (2013) notices there are two kinds of technology that can be used to degree vocabulary estimates. The primary strategy is Dictionary-based inspecting. This kind of strategy depends on a word reference. The steps are as takes after: the analyst finds out how numerous words there are in a word reference. At that point, the test of these words was decided, so the apportion between the test and the number of words within the vocabulary is known. The second strategy is Frequency-based inspecting. The person who has created this way is Thorndike within the 1920s and 1930s economic sadness. He created a word recurrence list which at that point utilized to form

a vocabulary estimate test and examining words were taken from the tall, medium and low recurrence.

Perused (2000) notices Dictionary-based inspecting is commonly utilized to require to assess local speakers' vocabulary, while for EFL learners, frequency-based testing is regularly employed.

Read (2000, p. 2) too mentions a few well-known thing types that are helpful to utilize for vocabulary testing, they are:

- a. Multiple choice (*Choose the correct answer*)
- b. Completion (*Write the missing word*)
- c. Translation (*Give the L1 equivalent of the underlined word*)
- d. Matching (*Match each word with its meaning*)

CHAPTER III

RESEARCH METHODE

This chapter covers a). Research Design, b). Population and Sample, c). Research Instrument, d). Data Collection Procedure, e). Data Analysis Procedure.

A. Research Design

This research attempts to reveal the correlations between by using Instagram and vocabulary size at fifth semesters TBI IAIN Palangka Raya. In this study, the researcher used a correlation research model, one of the quantitative research methods. The correlational study describes the degree to which two or more quantitative variables are related. The study was correlational research design, correlational is nonexperimental design which employs data derive from preexisting variable with the purpose to assess or understand the relationship among two or more variable in a single group (Ary, 2010).



Figure 3. 1. Variable of the study

Where:

X = Instagram

Y = Students' Vocabulary Size

The data in the correlational design are analyzed using correlational statistics resulting in correlation coefficient which shows the degree of relationship (how closely they are related) between the variables involved. The

correlation coefficient is represented with r and is communicated as a number between -1 and $+1$. When r is -1 , the variables have a perfect negative correlation, when r is $+1$, the variables have a perfect positive correlation, and when the r is 0 , the variables do not correlate (Latief, 2014, p. 113).

Ary (2010, p. 132) too expressed that a scatterplot outlines the course of the relationship between the variables. A scatterplot with dabs going from lower cleared out to upper right indicates a positive correlation. One with dabs going from upper cleared out to lower right indicates a negative correlation.

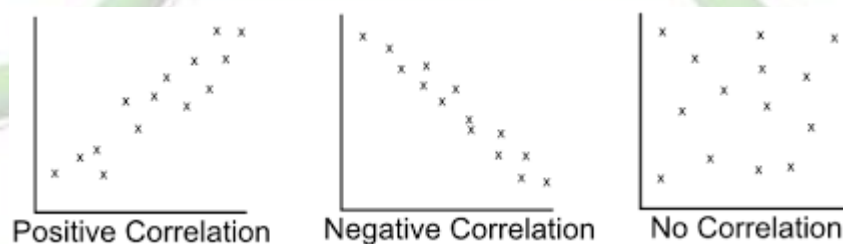


Figure 3.2. The Scatterplots

Table 3.1 below shows the interpretation of correlation by Sudijono (2007, p. 193):

Table 3.1. Interpretation Correlation

The Amount of “ r ” Product Moment	Interpretation
0.00 – 0.20	There is correlation between variable X and variable Y, yet is very low so that it is regarded there is no correlation.
0.20 – 0.40	There is low correlation between variable X and variable Y.
0.40 – 0.70	There is average/moderate correlation between variable X and variable Y.

0.70 – 0.90	There is high / strong correlation between variable X and variable Y.
0.90 – 1.00	There is very high/strong correlation between variable X and variable Y.

B. Variable of the study

In this research there are two continuous variable, consist of Using Instagram and Vocabulary Size (X= Using Instagram and Y= Vocabulary Size).

C. Population and sample

1. Population

A population is a group of individuals who have the same characteristic (Cresswell, 2012, p. 141). The population in this research was fifth semesters students of TBI IAIN Palangka Raya. The researcher interested in choosing English students because many students using Instagram the reason why choosing TBI is the five-semester, because when they are in the fifth-semester the language students have passed many courses and are still actively studying at campus, not yet bothered to think about the final thesis and researchers also make friends on Instagram with them and see that almost every day most of they update stories or upload photos with English-language captions from which the researchers conclude that their dependence is very high on Instagram and the researcher wants to know what Instagram helping students' improve vocabulary size or not.

2. Sample

The sample of the study was the whole population of English students at fifth IAIN Palangka Raya. The sample was chosen by using cluster sampling. Based on Ary et al. (2010, p. 154) in cluster sampling, the unit chosen is not an individual but, rather, a group of individuals who are naturally together.

Table 3.2 Sample of Research

No	Semester/Class	Number of Students
1	5/ A	18
2	5/ B	19
3	5/ C	18
Population		55

D. Research Instrument

In correcting the data, the researchers used two instruments, they are vocabulary tests and Questioners. The explanation is below;

1. Vocabulary size Test

The researcher adopted the test from Vocabulary Level Test Version 2 is devised by Paul Nation Victoria University of Wellington in New Zealand. The VLT is a word- definition matching test, the test- takers are required to match three definitions to three words out of a list of six target words that belong to a frequency list. The total 90 items test. The researcher measured the score of the vocabulary test by using the following formula:

$$S = \frac{n}{N} \times 100$$

Where :

S = Students'score

n = Number of true answers

N = Number of test

The interpretation of the students' vocabulary size based on Nugrahaet. al. (p, 5) can be seen in table below:

Table 3.3 The Interpretation of Vocabulary Size Score

Score	Interpretation
76-100	High
60-75	Moderate
40-59	Low

2. Questionnaires

According to Creswell (2011,p. 3), a questionnaire is a data collection Instrument consistent with a series of questions and other prompts to gather information from respondents. therefore, from the questionnaire, we can know the basic data of respondents. In this study, the questionnaire was also haved functions to select the students who included the TBI fifth semester students. It was help the researcher to know who was the sample of the data. The researcher used a questionnaire to get the data that related to the students' Instagram questioners that questioners are adapted from Alfath (2018) and Rahmadhany (2017). Who was first test their validity with the try-out was be conducted at a class TBI in the fifth semesters of IAIN Palangka Raya consist 18 students the number of questionnaires that try out was 52 items which was

later see the validity used the corrected item total correlation in SPSS 21, The try-out produced 22 unvalid questionnaire and 30 valid questionnaire items was used by researchers to become a research instrument. To score the scale, the response categories must be weighted. For favorable of positively stated items, strong agree is scored 5, agree is scored 4, undecided is scored 3, disagree is scored 2, and strongly disagree is scored 1. The 30 items of the questionnaire was distributed for two classes of fifth semester English students total population 37 students to take data as the results of the study.

For quantitative data obtained from the questionnaire that begins with Likert scale data processing. According to Eva Utami (2017), based on these scores a categorization will be made based on the standard deviation units and the mean with the following formula:

Table.3.4 Instagram Questionnaire Scoring Rubrics

Category Formats	Interpretation
$X > \text{mean} - \text{SD}$	High
$\text{Mean} - \text{SD} \leq x \leq \text{mean} + \text{SD}$	Moderate
$X < \text{mean} - \text{SD}$	Low

Means:

X = Subject Score

Mean = Average

SD = Standard Deviation

E. Instrument validity

Validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretations (Ary, p. 224). A measure was called

valid if it measures what it was intended to measure (Donna, p. 53). Every test of the research must as valid as the constructor can make it, whether the test was short, informal classroom test or a public examination (Heaton, 1987, p. 153). The focus of the recent research is on the instrument itself. There are three types of validity:

1. Content validity

A test is said to have content validity if its content constitutes a representativeness sample of the language skill, structures, etc. with which it is meant to be concerned (Hughes, 2003, p. 26). The researcher in this study measured students' vocabulary size, the researcher used the multiple-choice vocabulary size test. Then the researcher measured the test of vocabulary size and also the Instagram questionnaire. The researcher was make Questioners who was be tested for validity using the independent test product moment on SPSS and try out questioners was be conducted at TBI in the five-semester of IAIN Palangka Raya.

2. Construct validity

Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. If a test is contract validity, it is capable of measuring certain specific characteristics following the theory of language behavior and learning. The researcher used the formula of Product-Moment to measure the validity of the instruments, Product-Moment formulation as follows (Sudiyono, 2007, p. 219):

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = numeral of index correlation “r”

N = Total sample

$\sum XY$ = amount X score and Y score

$\sum x$ = amount X score

$\sum Y$ = amount Y score

To know the validity level of the instrument, the result of the test was interpret the criteria coefficient correlation (Riduwan, 2007, p. 110):

Table, 3.5 Criteria of Validity

Validity	Interpretation
0.800 - 1.000	Very High Validity
0.600 - 0.799	High Validity
0.400 - 0.599	Fair Validity
0.200 - 0.399	Poor Validity
0.000 - 0.199	Very Poor Validity

F. Instrument Reliability

According to Ary (2010) reliability is concerned with the effect of error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. Reliability is a necessary characteristic of any good test, for it to be valid all, a test must be reliable as a measuring instrument. Reliability implies that scores from an instrument are stable and reliable. Scores ought to stay about the

same when researchers regulate the instrument at different events. Too, scores have to be steady. When a person answers a certain question one way, the person ought to reliably answer closely related questions within the same way (Bayazidi & Saeb, 2016, p. 31).

To know the reliability level of instrument, the result of the test was be interpreted to the criteria coefficient correlation:

Table, 3.6 Criteria of Reliability

Reliability	Interpretation
0.800 – 1.000	Very high reliability
0.600 – 0.799	High reliability
0.400 – 0.599	Fair reliability
0.200 – 0.399	Poor reliability
0.000 – 0.199	Very poor reliability

The reliability of vocabulary size test has been measured in the level of 2000, 3000, 5000, 10000 and the academic vocabulary and also for reading motivation questionnaire the reliability of the questionnaire has been measured by Chitra (2017) in which the result of the measurement showed that the coefficient of reliability analysis id 0.919 which means it has quite high reliability.

1. Normal Distribution Test

Many of the statistical procedures including correlation, regression, t-tests, and analysis of variance, namely parametric tests, are based on the assumption that the data follows a normal distribution or a Gaussian distribution. The purpose of the normal distribution test is to decide which

statistic analyze type that was be used in the research, parametric or non-parametric. The data is categorized as normal if Z value > 0.05 .

The normality tests are supplementary to the graphical assessment of normality. The researcher will use the Kolmogorov-Smirnov D test because of this test of normality for large samples.

2. Linear Regression Test

Linear regression is a basic and commonly used type of predictive analysis. In statistical terms, correlation uses to denote association between two quantitative variables and also assumes that the association is linear, that one variable increases or decreases a fixed amount for a unit increase or decrease in the other. A technique that is often used is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05 .

3. Homogeneity Test

If a parametric test of the correlation coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met.

The formula of homogeneity is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where :

F = frequency

the hypothesis inhomogeneity:

$F_{value} \leq F_{table}$. Means both of variants are homogeneity

$F_{value} \geq F_{table}$. Both variants are homogeneity

If the calculation result of F was lower than the F table by 5% degree of significance so H_0 was accepted, it meant that the group has the same variant.

G. Data collecting procedure

To get data that is needed in the research, there are few ways to do it, they are:

1. The researcher was choose the place of study
2. The researcher was give information to the instance that related to show this study
3. The researcher was make the instrument
4. The researcher was give the students a questionnaire of Instagram and vocabulary size test.
5. The researcher was be asked the students to answer in a certain time.
6. The researcher was check the students' answers and measure the answers.
7. Then the researcher was analyze the data.
8. The researcher was interpret the analysis result

H. Data analysis procedure

Calculate the data by using the Pearson Correlation Product Moment. The formula can be seen below:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

N = number of x and y data pairs

x = Total of the number of variables X

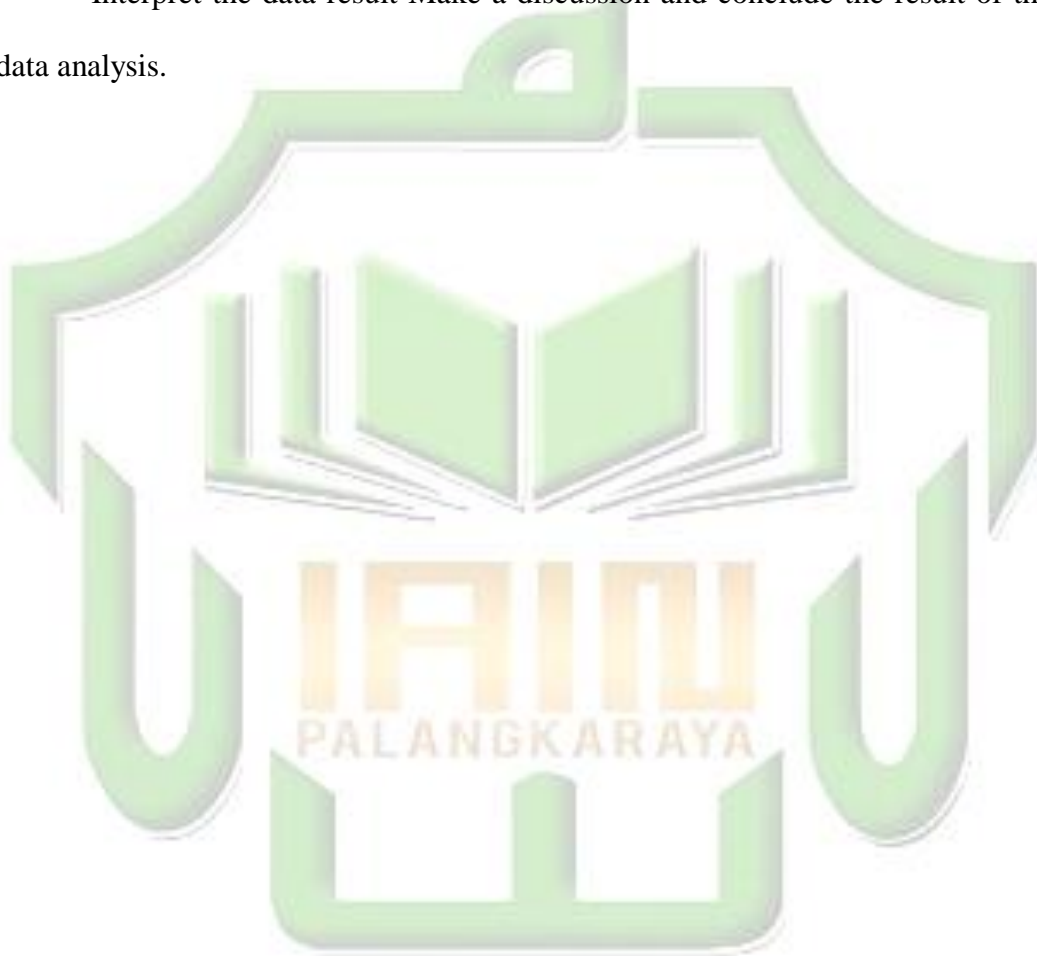
y = Total of the variable number Y

x^2 = Total square of the number of variables X

y^2 = Total square of the number of variables Y

XY = The product of the total number of variables X and the total number of variables Y.

Interpret the data result Make a discussion and conclude the result of the data analysis.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data that have been collected.

The data is the result of using Instagram questionnaire, vocabulary size test, and discussion.

A. Data Presentation

1. The Result of Students Using Instagram Questionnaire

The 30 items of questionnaire for using Instagram were employed to investigate the students' using Instagram and Vocabulary size. A higher score of questionnaire means higher degree for using Instagram. The result of using Instagram is shown below in table 4.1:

Table 4.1. The Result of Using Instagram

No	CODE	Instagram (X)	X ²
1	S-1	117	13689
2	S-2	110	12100
3	S-3	117	13689
4	S-4	117	13689
5	S-5	125	15625
6	S-6	115	13225
7	S-7	128	16384
8	S-8	109	11881
9	S-9	128	16384
10	S-10	109	11881
11	S-11	115	13225
12	S-12	102	10404
13	S-13	112	12544
14	S-14	126	15876
15	S-15	123	15129
16	S-16	115	13225

17	S-17	118	13924
18	S-18	121	14641
19	S-19	110	12100
20	S-20	105	11025
21	S-21	106	11236
22	S-22	117	13689
23	S-23	138	19044
24	S-24	131	17161
25	S-25	109	11881
26	S-26	106	11236
27	S-27	104	10816
28	S-28	109	11881
29	S-29	117	13689
30	S-30	102	10404
31	S-31	110	12100
32	S-32	113	12769
33	S-33	122	14884
34	S-34	124	15376
35	S-35	116	13456
36	S-36	122	14884
37	S-37	118	13924
TOTAL		4286	499070
LOWEST SCORE		102	
HIGHEST SCORE		138	
STANDARD DEVIATION		8.480	

The descriptive analysis of using Instagram above in table 4.1. The highest score was 138 while the lowest score was 102. The mean of using Instagram score was 115.84 and the standard deviation was 8.480. Then it was revealed from the questionnaire from the using Instagram were all perceived by the students with different number. The details were as follow:

Table 4.2
Distribution of Students using Instagram

No	Code	Instagram (X)	X ²	Category
1	S-1	117	13689	MODERATE
2	S-2	110	12100	MODERATE
3	S-3	117	13689	MODERATE
4	S-4	117	13689	MODERATE
5	S-5	125	15625	HIGH
6	S-6	115	13225	MODERATE
7	S-7	128	16384	HIGH
8	S-8	109	11881	MODERATE
9	S-9	128	16384	HIGH
10	S-10	109	11881	MODERATE
11	S-11	115	13225	MODERATE
12	S-12	102	10404	LOW
13	S-13	112	12544	MODERATE
14	S-14	126	15876	HIGH
15	S-15	123	15129	MODERATE
16	S-16	115	13225	MODERATE
17	S-17	118	13924	MODERATE
18	S-18	121	14641	MODERATE
19	S-19	110	12100	MODERATE
20	S-20	105	11025	LOW
21	S-21	106	11236	LOW
22	S-22	117	13689	MODERATE
23	S-23	138	19044	HIGH
24	S-24	131	17161	HIGH
25	S-25	109	11881	MODERATE
26	S-26	106	11236	LOW
27	S-27	104	10816	LOW
28	S-28	109	11881	MODERATE
29	S-29	117	13689	MODERATE
30	S-30	102	10404	LOW
31	S-31	110	12100	MODERATE
32	S-32	113	12769	MODERATE
33	S-33	122	14884	MODERATE
34	S-34	124	15376	MODERATE

35	S-35	116	13456	MODERATE
36	S-36	122	14884	MODERATE
37	S-37	118	13924	MODERATE

of the calculation using the IF formula in Microsoft Excel 2013 the results of the dependency questioners of TBI fifth semester students on using Instagram to increase vocabulary size can be grouped into categories in the table 4.3:

Table 4.3. The Distribution of Students' using Instagram

Score Interval	Frequency	Category	Percentage
125 - 138	25	High	64.56 %
107 - 124	6	Moderate	16.21 %
102 - 106	6	Low	16.21 %

From 125-138 grades there were 25 students very often using Instagram to help increase vocabulary size, 107-124 grades were 6 students who were currently using Instagram to help increase vocabulary size, 102-106 grades were 6 students who not so often using Instagram to help increase vocabulary size.

2. Vocabulary Size TestResult

Vocabulary Level Test Version 2 by Paul Nation that have been developed by Schmitt et al. (2001) was used in this study. It consists of 90 items in the form of matching test and the researcher gave the students 100 minutes to answer the test. The result of vocabulary size score was shown below in table 4.3:

Table 4.4. The Result of Vocabulary Size

No	CODE	Vocabulary Size (Y)	Y ²
1	S-1	65	4225
2	S-2	70	4900
3	S-3	70	4900
4	S-4	62	3844
5	S-5	77	5929
6	S-6	86	7396
7	S-7	80	6400
8	S-8	61	3721
9	S-9	45	2025
10	S-10	76	5776
11	S-11	45	2025
12	S-12	76	5776
13	S-13	60	3600
14	S-14	70	4900
15	S-15	78	6084
16	S-16	80	6400
17	S-17	86	7396
18	S-18	89	7921
19	S-19	91	8281
20	S-20	82	6724
21	S-21	96	9216
22	S-22	91	8281
23	S-23	88	7744
24	S-24	89	7921
25	S-25	76	5776
26	S-26	64	4096
27	S-27	89	7921
28	S-28	90	8100
29	S-29	73	5329
30	S-30	83	6889
31	S-31	83	6889
32	S-32	87	7569
33	S-33	78	6084
34	S-34	87	7569
35	S-35	84	7056
36	S-36	83	6889

37	S-37	83	6889
TOTAL		2873	228441
LOWEST SCORE		45	
HIGHEST SCORE		96	
STANDARD DEVIATION		12.198	

The descriptive analysis of vocabulary size shown above in table 4.3. The maximum score of students' vocabulary score was 96 and minimum score was 45. The mean of students' vocabulary size was 68.79 and standard deviation was 12. 198. The detail of each category of students' vocabulary size can be seen below in the table 4.4:

Table 4.5. The Distribution of Students' Vocabulary Size

Score Interval	Frequency	Category	Percentage
76 – 100	26	High	70.27%
60 – 75	9	Moderate	24.32%
40 - 59	2	Low	5.40%

The result showed that 26 students (70.27 %) had included into *high* category, 9 students (24%) included into *moderate* category and 13 students (27.08%) included into *low* category. It can be concluded that “high” category was the most frequent level of students' vocabulary size.

3. The Data of Two Variable

After got result of students using Instagram, the writer compared the result with students score for Vocabulary size test. To know and analyze the

data, the researcher using SPSS 21 correlation program that would be easier.

The two scoring of students using instagram and Vocabulary size test was show whether the correlation for two subjects.

Table. 4.6. The Data of Two Variables

No	Code	Vocabulary Size (Y)	Y ²	Instagram (X)	X ²	XY
1.	S-1	65	4225	117	13689	7605
2.	S-2	70	4900	110	12100	7700
3.	S-3	70	4900	117	13689	8190
4.	S-4	62	3844	117	13689	7254
5.	S-5	77	5929	125	15625	9625
6.	S-6	86	7396	115	13225	9890
7.	S-7	80	6400	128	16384	10240
8.	S-8	61	3721	109	11881	6649
9.	S-9	45	2025	128	16384	5760
10.	S-10	76	5776	109	11881	8284
11.	S-11	45	2025	115	13225	5175
12.	S-12	76	5776	102	10404	7752
13.	S-13	60	3600	112	12544	6720
14.	S-14	70	4900	126	15876	8820
15.	S-15	78	6084	123	15129	9594
16.	S-16	80	6400	115	13225	9200
17.	S-17	86	7396	118	13924	10148
18.	S-18	89	7921	121	14641	10769
19.	S-19	91	8281	110	12100	10010
20.	S-20	82	6724	105	11025	8610

21.	S-21	96	9216	106	11236	10176
22.	S-22	91	8281	117	13689	10647
23.	S-23	88	7744	138	19044	12144
24.	S-24	89	7921	131	17161	11659
25.	S-25	76	5776	109	11881	8284
26.	S-26	64	4096	106	11236	6784
27.	S-27	89	7921	104	10816	9256
28.	S-28	90	8100	109	11881	9810
29.	S-29	73	5329	117	13689	8541
30.	S-30	83	6889	102	10404	8466
31.	S-31	83	6889	110	12100	9130
32.	S-32	87	7569	113	12769	9831
33.	S-33	78	6084	122	14884	9516
34.	S-34	87	7569	124	15376	10788
35.	S-35	84	7056	116	13456	9744
36.	S-36	83	6889	122	14884	10126
37.	S-37	83	6889	118	13924	9794
Total		2873	228441	4286	499070	332691

4. Normality Test

a. Normality Test of using Instagram

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of reading motivation normality shown in table 4.5 below:

Table 4.7. Normality Test of Instagram One-Sample Kolmogorov-Smirnov Test

		Instagram
N		37
Normal Parameters ^{a,b}	Mean	115.84
	Std. Deviation	8.480
	Absolute	.106
Most Extreme Differences	Positive	.106
	Negative	-.055
Kolmogorov-Smirnov Z		.643
Asymp. Sig. (2-tailed)		.802

a. Test distribution is Normal

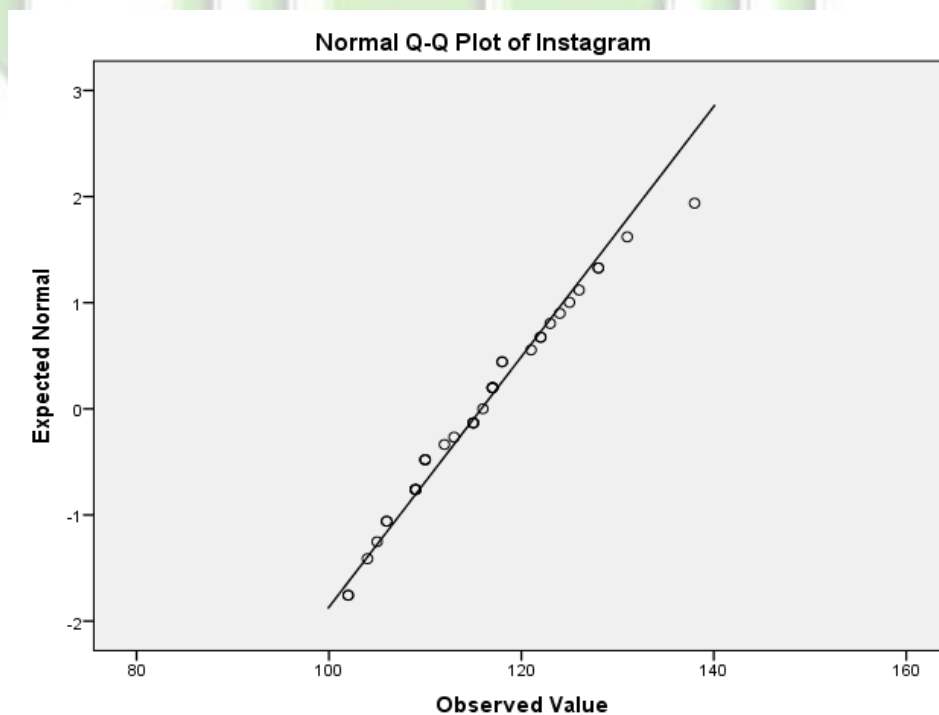


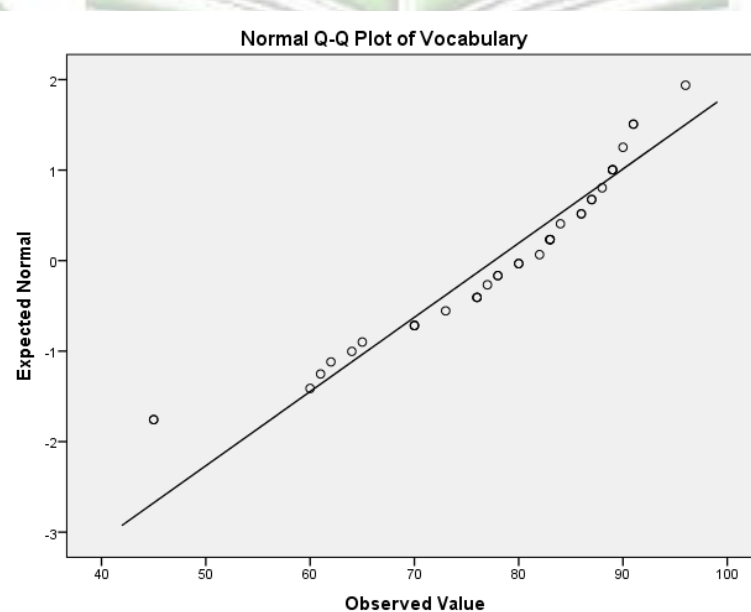
Figure 4.1. The Normal Q-Q Plot of Using Instagram

b. Normality Test of Vocabulary Size

Table 4.8. Normality Test of Vocabulary Size One-Sample Kolmogorov-Smirnov Test

		Vocabulary
N		37
Normal Parameters ^{a,b}	Mean	77.65
	Std. Deviation	12.198
	Absolute	.149
Most Extreme Differences	Positive	.110
	Negative	-.149
Kolmogorov-Smirnov Z		.906
Asymp. Sig. (2-tailed)		.384

a. Test distribution is Normal.

The Normal Q-Q Plot of Vocabulary Size**Figure 4.2 The Normal Q-Q Plot of Vocabulary**

Based on the calculation of SPSS program, the asymptotic significance normality of vocabulary size was 0.384. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0.05$). Because the asymptotic significance of vocabulary size = $0.384 > \alpha = 0.05$ then it could be concluded that the data has normal distribution.

5. Linearity Test

a) Linearity test of Instagram

Table 4.9. Linearity Test of Using Instagram and Vocabulary Size
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Vocabulary * Instagram	(Combined)		2049.549	20	102.477	.496	.931
	Between Groups	Linearity	4.768	1	4.768	.023	.881
		Deviation from Linearity	2044.781	19	107.620	.521	.912
	Within Groups		3306.883	16	206.680		
	Total		5356.432	36			

From the table 4.7 above the linearity test was obtained. If the deviation from Linearity Sig. higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between Using Instagram and Vocabulary Size was 0.407. It could be concluded that $0.407 > 0.05$ so, Using Instagram and Vocabulary Size were linear.

6. Homogeneity Test

a) Homogeneity of Using Instagram

Table 4.10. Homogeneity Test of Using Instagram**Test of Homogeneity of Variances**

Result

Levene Statistic	df1	df2	Sig.
1.880	1	35	.179

From table above the significant was 0.179. If the significant higher than 0.05 it means that the data is homogeneous. From the calculation of Using Instagram, the result shown that the significant was $0.179 > 0.05$ which means the data of reading motivation was homogeneous.

b) Homogeneity of Vocabulary Size

Table 4.11. Homogeneity of Vocabulary Size Test of Homogeneity of Variances

Result			
Levene Statistic	df1	df2	Sig.
5.745	1	35	.022

The table shown that the significance of vocabulary size was 0.022. It could be concluded that $0.022 > 0.05$ which means the data of vocabulary size was homogeneous.

B. Research Findings

1. The Correlation between Using Instagram and Vocabulary Size

This section answered the first research problem *Is there any significant correlation between using Instagram and Vocabulary Size?* by analyzing the

result of using Instagram questionnaire and Vocabulary Size Test. The result can be seen below:

Table 4.12. Correlation between Using Instagram and Vocabulary size

		Instagram	Vocabulary
Instagram	Pearson Correlation	1	-.030
	Sig. (2-tailed)		.861
	N	37	37
Vocabulary	Pearson Correlation	-.030	1
	Sig. (2-tailed)	.861	
	N	37	37

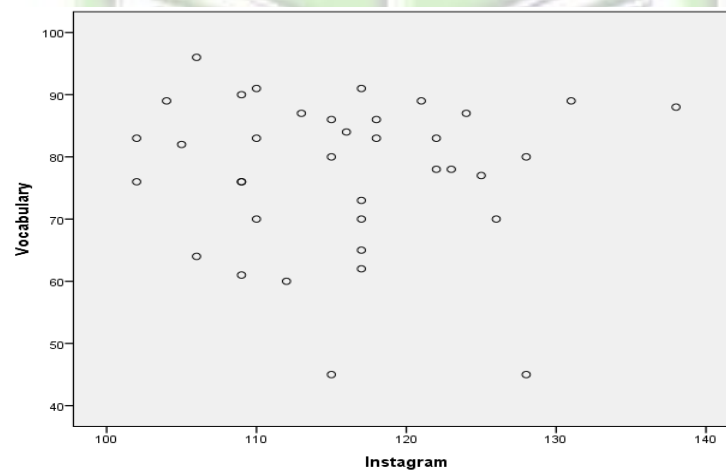


Figure 4.3. Scatterplot Correlation between Using Instagram and Vocabulary Size

The calculation was used SPSS 21. It shown that from the table on the Person Product Moment Correlation Coefficients was -0.030 for significance level 0.01. To prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr$, $N = 37$, $nr = 2$ ($37 - 2 = 35$). It could be

presented r table = 0.334, then $-0.030 < 0.334$, it also shown that the sig. (2-tailed) was $0.861 > 0.05$. Which mean that there is no correlation between Using Instagram and vocabulary size. It can be concluded that the null hypothesis (H_0) was accepted and alternative hypotheses (H_a) was rejected.

C. The Correlation Between Using Instagram and Vocabulary Size

To find out the correlation between using instagram and vocabulary size of English Education at IAIN Palangka Raya, the researcher used multiple correlation formula to measure students using instagram and vocabulary size. The result of the calculation can be seen below:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = numeral of index correlation "r"

N = Total sample

$\sum xy$ = amount X score and Y score

$\sum x$ = amount X score

$\sum Y$ = amount Y score

From the data calculation of variable x and y it is know that:

N = 37

$\sum x$ = 4286

$\sum y$ = 2873

$\sum xy$ = 332691

$\sum x^2$ = 499070

$$\sum y^2 = 228441$$

Subsequently, it calculated the index of correlation by using Product-Moment formulas follow:

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\ r_{xy} &= \frac{37(332691) - (4286)(2873)}{\sqrt{\{(37)(499070) - (4286)^2\} \{37(228441) - (2873)^2\}}} \\ r_{xy} &= \frac{1230956.7 - 1231367.8}{\sqrt{\{18465590 - 18369796\} \{8452317 - 8254129\}}} \\ &= \frac{-4111}{\sqrt{18985221272}} \\ &= \frac{-4111}{13778686} = -0.030 \end{aligned}$$

Based on the calculation above has shown hat index correlation of variable X and Y was -0.030. to prove the value of “r” based on the calculation degree of freedom was known that $df = N - Nr$, $N = 37$, $Nr = 2$, so: $df = 37 - 2 = 35$.

The result of $r_{\text{observe}} = -0.030 < 0.334$, it can be known that the value of r_{observe} (-0.030) was lower at 5% significant level (0.334). it means r_{observe} showed no correlation between using instagram and vocabulary size.

D. Discussion

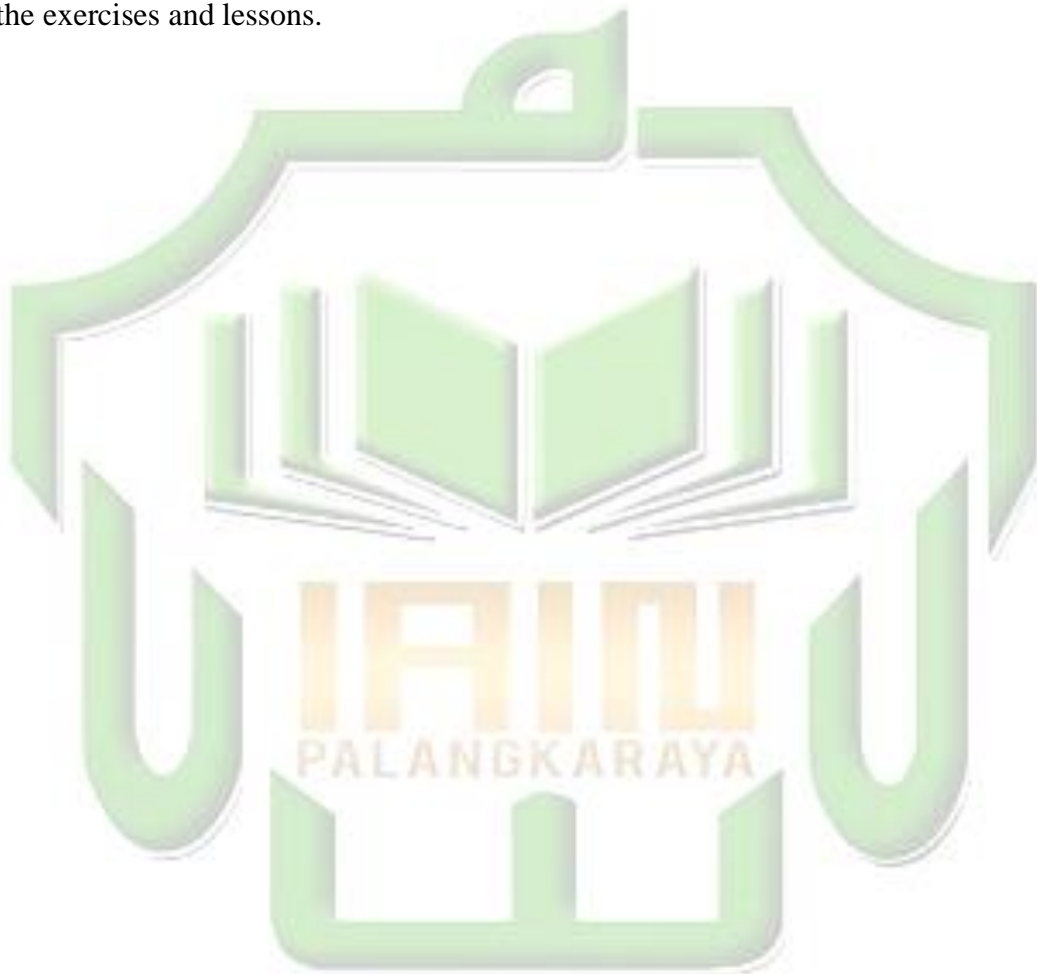
Based on the linearity calculation used by Kolmogorov-Smirnov, the results of the study indicate that these variables have a linear relationship. So, it can be concluded that this study can be analyzed using parametric statistics with Pearson Product Moment correlation. Discussion of each variable explained as follows, The result is the correlation between using Instagram and vocabulary

size. Based on the results of calculations using SPSS 21.0 Person correlation Product Moment it shows that there is a no correlation between students who use Instagram and the vocabulary size, where r observes is smaller than r table ($-0.030 < 0.334$). The value of the correlation coefficient -1 means that there is a perfect negative relationship, 0 means there is no relationship at all. The score of correlation coefficient obtained was 0.030 which is in the interval of $0.00-0.20$ it was interpreted as no correlation, so there was negative correlation between using Instagram and Vocabulary size and it can be describe that using Instagram could not depend on Vocabulary size. Therefore, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_o) was accepted.

The result of this study was different from the previous study by alfath (2018), which showed that Instagram was include as a part of their learning style it has made students felling comfortable in learning English through Instagram. Another research from Ramadhany (2017), include the level of students' interest in learning vocabulary throughtInstagram was tall because they were locked in, care, and positive feeling in learning. The different result of this study and another two previous studies can be happened because of some reasons, the first is the test was taken when the students' in a period of final exam, that caused focus of students can affect the ability answer the test. The second is the test was taken in the afternoon after the students have finished the exam in the previous courses. Instagram social media applications in addition to accounts that contain English content, there are also many accounts that create other content such as beauty, food, health, romance and many others that are most likely students when

using Instagram not to study but only to spend free time or just looking for entertainment

Concentration whereas learning is an activity where we focus on one objective that we need to work on. concurring to Slameto (2003) concentration is the centering of the mind by overcompensating everything that's unrelated to the exercises and lessons.



CHAPTER V

CONCLUSION & SUGGESTION

This chapter consist of conclusion and suggestion of the study. The researcher explained about the conclusion of the study and some suggestions.

A. Conclusion

This research is proposed to answer whether there is a significant correlation between Using Instagram and Vocabulary size. The writer concludes that there some criteria to know if Null Hypothesis (Ho) and the Alternative Hypothesis (Ha) can be accepted and rejected. The criteria of hypothesis (Ha and Ho) can be accepted and rejected if $t_{\text{observe}} \geq t_{\text{table}}$ Ha is received, it means there is significant positive correlation and if $t_{\text{observe}} \leq t_{\text{table}}$ Ho is rejected, that means there is negative significant correlation. Based on the calculation the result of the data show that $t_{\text{observe}} = 0.3610$ and t_{table} used formula $df = n - 2 = 37 - 2 = 35$ is 0.334 at 0.05% significant level. So as a result Ha (There is a correlation between students' using Instagram to improve Vocabulary size on fifth semester students in English major at IAIN Palangka Raya) was was rejected and Ho (There is no correlation between students' using Instagram to improve Vocabulary size on fifth semester students in English major at IAIN Palangka Raya) was accepted. According to the explanation there was a no correlation between students' using Instagram and vocabulary size of five semester students in English major at IAIN Palangka Raya in academic year 2019/2020. Because, r_{observe} was smaller than r_{table} ($-0.030 < 0.334$).

B. Suggestion

Based on the result of the study, the researcher gave some suggestions for the students, lecturers and future researcher as follow:

1. For the students

It is really important to increase vocabulary size to make their understanding better. To increase the vocabulary size, students need to find strategies that fit their interests that will motivate them to improve their abilities in terms of their vocabulary size or other understanding.

2. For thelecturers

The lecturer must be a motivator for students, and also the teacher or lecturer must know that students need to increase their vocabulary size. So, the teacher or lecturer needs to find an appropriate strategy for their students to learn the vocabulary size.

3. For the other or nextResearchers

For future researchers, it is very important to investigate other aspects of language learning, it can be a strategy to improve vocabulary size and also this research can be a reference for further studi.

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